

# REHABILITATION COUNSELING PROGRAM

ANNUAL REPORT  
2020-2021



**School for Global Inclusion and Social Development**  
College of Education and Human Development

University of Massachusetts Boston  
Rehabilitation Counseling Program Annual Report  
2020–2021

The Rehabilitation Counseling program at UMass Boston is a small but robust program with three core rehabilitation counseling faculty. Congratulations to Dr. Peter and Dr. Soldner, who both received tenure and promotion in the past year. The program also employs three part-time faculty and has a .5 administrative assistant who assists in the smooth running of the program.

Forty-six students were enrolled in the Master's program during the academic year. The program has two tracks. The clinical track is for students wishing to work with people with mental health disabilities and seek licensure as a mental health counselor or a licensed professional counselor. The vocational track is for students who are seeking a career in vocational rehabilitation. Please see the demographic profile of students below.

**Clinical track**

- Current students: 26
- Number of students who graduated in the past year: 4
- Number of students who did not complete the program: 0
- Number of graduates who found employment in the past year: 4
- Number of students who received RSA scholarships: 11

**Vocational track**

- Current students: 20
- Number of students who graduated in the past year: 7
- Number of students who did not complete the program: 1
- Number of graduates who found employment in the past year: 6

- Number of students receiving RSA scholarships: 16

Students are dispersed across 10 states. Fourteen students have a disability, and 15 students are from non-white background.

The program has two US Department of Education grants from the Rehabilitation Services Administration. One grant is for students in the vocational track (\$1,000,000 over 5 years), and the other is for students in the clinical track (\$750,000 over 5 years).

The program continues to be accredited by the Council for the Accreditation of Counseling and Related Programs (CACREP). The vocational track is accredited as a Rehabilitation Counseling program, and the clinical track is accredited as a Clinical Rehabilitation Counseling and Mental Health Counseling program. The accreditation expires in October 2023. The program will undergo a self-study for re-accreditation in Spring 2022.

The safety precautions regarding COVID prevented the one-week on-campus intensive from being offered online this year. In the past year, the program has been entirely online, but there is an expressed desire from faculty and students to return to a one-week face-to-face summer intensive as soon as it is safe and permitted by health authorities.

The program held an advisory committee meeting in December 2021. The advisory committee includes faculty, student representatives, graduate representatives, internship supervisors, and employers. The meeting provided an opportunity to update stakeholders on changes in the program, an overview of the program structure, and to hear from the field what changes are occurring and expectations of skill sets for graduates.

Of note, in the past year, the program has successfully ushered through university governance an accelerated bachelor's-master's degree. Undergraduate students have a reduced requirements for their bachelor's degree as they take graduate courses in their junior and senior year. It is important to note that these students graduate with a 60-credit Master's degree. The advantage of the program for students is that a master's and bachelor's degree can be completed in a shorter amount of time. From the program's perspective, the university is designated as a minority serving institution, and this program potentially provides a pool of diverse applicants, often from non-traditional backgrounds. The program continues to have

access to the marketing/media team that is part of the Institute for Community Inclusion and School for Global Inclusion and Social Development.

This past year also saw the first year of an online data management system for managing practicum and internships. The system, known as Supervision Assist, is a HIPAA approved platform that stores information such as practicum/internship agreements, records internship hours, supervision hours, and direct client contact hours. It is also a safe repository for student videos with clients, evidence of supervisor credentials, supervisor evaluation of students, and liability insurance. This platform is welcomed by all who are involved in practicum and internships, and the data can be aggregated for easy analysis. Practicum and internship data needed for licensure will be available indefinitely to students.

In the past year, 13 students completed their internship. To ensure adequate opportunity for intensive in-class instruction and support, the internship was split into two separate classes, each with a different instructor. All of the practicum/internship students were required to abide by the health regulations in their state regarding face-to-face interactions, so a vast majority of the interns completed most, if not all, of their internship through telehealth. This issue did present challenges for students to find a placement and then to gather sufficient direct contact hours (via telehealth) to meet the program requirements. However, all were successfully placed, and practicum and internships were successfully completed.

Here is an overview of the program's evaluation of student outcomes in the 8 core competency areas:

- *Professional counseling and ethical practice.* This competency area is assessed by internship on-site supervisors in the final evaluation of students. No students were rated as beginning or developing. Six students were rated as proficient and 4 students were rated as exemplary. Three students were unable to be assessed in this competency area by their on-site supervisor.
- *Social and cultural diversity.* This competency area is assessed by internship on-site supervisors in the final evaluation of students. No students were rated as

beginning, 3 students were rated as developing, 8 students were rated as proficient, and 2 students were rated as exemplary by their on-site supervisor.

- *Human growth and development.* This competency is assessed in the internship class, as students are required to present a weekly case-conceptualization of an individual they are working with and need to reflect on developmental issues relevant for their client. All students were rated as proficient for this competency area.
- *Career development.* This competency is assessed in the course REHAB 612 Vocational Rehabilitation and Placement. Students are required to work with an individual to complete an employment plan that includes developing an appropriate career goal. All students were rated as proficient for this competency area.
- *Counseling and helping relationships.* This competency area is assessed by on-site internship supervisors. No students were rated as beginning, one student was rated as developing, 6 students were rated as proficient, and 6 students were rated as exemplary.
- *Group counseling and group work.* This competency was assessed by the instructor for the course COU 616 Group Counseling. Students are required to co-lead a group activity for this course. All students were rated as proficient for this competency.
- *Assessment and testing.* This competency area is assessed by on-site internship supervisors. No students were rated as beginning, 2 students were rated as developing, 7 students were rated as proficient, 2 students were rated as exemplary, and 2 students were unable to be assessed for this competency area.
- *Research and evaluation.* This competency area is assessed by on-site internship supervisors. No students were rated at beginning, 2 students were rated as developing, 5 students were rated as proficient, 2 students were rated as exemplary, and 2 students were unable to be assessed for this competency area.

Because the program is small, only a small number of students sat for the CRC exam. The CRC does not provide information about student pass rate unless more than 5 students sit for the exam. It is therefore not possible to provide an accurate average pass rate for the CRC exam over the past 3 years.

Dr. Dimity Peter

Dr. James Soldner